

Professor Camille Guerin-Gonzales
Fall 2005
Hist600-018/CLS 630-001
Wednesday 1:20-3:15
7121 Helen C. White Hall

Office Hours:
Wed., 4119 Humanities, 10:00-11:00
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Thurs., 313 Ingraham Hall, 3:30-4:30
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Memory and Place in Chican@ and Latin@ History

This research seminar focuses on the role of collective memory and the power of place in the construction of a Chican@ and Latin@ identity. We will look at the stories told and not told, remembered and forgotten, in the formation of a social imaginary. We will explore Latin@ and Chican@ places as sites where memory and identity are produced, constructed, and experienced. And we will look for traces of Chican@ and Latin@ places that once served as such sites of memory but are no longer part of a collective memory. Memory and place in Chican@ and Latin@ history, thus, will serve as objects of knowledge production and objects of reflection in a larger project of understanding the production of Latin@ and Chican@ social space and identity. We will be concerned especially with geographical concepts of space and their relevance for the social and cultural history of diverse human communities. Geographies of space and place will help us to conceptualize and contextualize race, gender, and class relations as they developed in the U.S. during the 20th century.

Course Requirements

1. General:

Faithful attendance, prompt completion of weekly readings and assignments, interactive and respectful participation.

2. Written Work:

Position Papers. You will write two position papers reviewing readings for the course. Due dates are: *September 28, October 19, & November 9* (depending on when you submit your report (see below)).

Report. You will review and report on one supplemental reading in class and submit a written report on one of the following dates: *September 28, October 19, & November 9*.

History of Remembering and Forgetting Detective Investigation. You and a detective partner will search for Latin@ places of collective memory (restaurants, parks, community centers, neighborhoods, libraries, historical societies, museums, art galleries, etc.) and begin compiling a working annotated bibliography of primary and secondary sources. A 500-word (two-page) report of your detective work, a copy of your working bibliography, and a map of Latin@ sites of memory is due on *November 30*. I will place a copy of your report and annotated bibliography on informal reserve in the Wisconsin Historical Society Reading Room (check at the Information Desk).

Journal. Please keep a journal throughout the course to submit with your final paper *December 14*. The journal should document your intellectual journey through *chican@landia* and *latin@landia*. It will be invaluable to you as you write your final paper.

Research Paper. The major assignment for the course is a 2,000-2,500 word (approximately 8-10 page) essay on the power of place in the construction of memory and identity. Due at the beginning of class (no exceptions, including transportation and computer problems) **December 14**. Your paper *must* draw on both primary and secondary research. The style and format of your paper should follow the humanities guidelines described in Chicago/Turabian: see <http://www.wisc.edu/writing/Handbook/DocChicago.html>

3. In Class:

Book Review. Once during the semester, you will report on a supplemental reading in class and join me in facilitating discussion of the reading and how it relates to other readings in the course.

Research Project Presentation. You will give a brief (10-minute) presentation of your research project on the power of place in constructions of memory and identity.

4. Group Projects:

Detective Investigation (repeated from above). You and a detective partner will search for Latin@ places of collective memory (restaurants, parks, community centers, neighborhoods, libraries, historical societies, museums, art galleries, etc.) and begin compiling a working annotated bibliography of primary and secondary sources. A 500-word (two-page) report of your detective work, a copy of your working annotated bibliography, and a perceptual map of Latin@ sites of memory is due on **November 30**. I will place a copy of your report and annotated bibliography on informal reserve in the Wisconsin Historical Society Reading Room (check at the Information Desk). Please keep a journal of your investigation for submission **December 14** (please note the **November 30** due date for all work related to your detective investigation, with the exception of the journal).

Latin@ Sites of Collective Memory Map. The class will divide up into small groups of two or more students and will map Chicana/o and Latino/a places and spaces. Due **November 30**.

Grade Distribution:

Faithful Attendance, Participation in Discussions, & Position Papers, & Report/Co-Facilitation	50%
Detective Report & Mapping Project	20%
Research Paper & Presentation	30%

Required Readings

The following books are available for purchase at Rainbow Bookstore Cooperative (426 W. Gilman Street, 608-257-6050) and are on reserve at College Library, Helen C. White Hall.

Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge, MA: MIT Press, 1995).

Mike Davis, *Magical Urbanism: Latinos Reinvent the U.S. City* (London: Verso Press, 2000).

Larry Ford, *Metropolitan San Diego* (Philadelphia: University of Pennsylvania Press, 2005).
Please wait for assignment before purchasing.

Chris Wilson, *The Myth of Santa Fe: Creating a Modern Regional Tradition* (Albuquerque: University of New Mexico Press, 1997).

Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (Chicago: University of Chicago Press, 2005).

Chellis Glendinning, *Chiva: A Village Takes on the Global Heroin Trade* (Gabriola Island, B.C., Canada: New Society Publishers, 2005).
Please wait for assignment before purchasing.

Cheryl Ganz and Margaret Strobel, eds., *Pots of Promise: Mexicans and Pottery at Hull House, 1920-40* (Urbana & Chicago: University of Illinois Press, 2004).

Nicholas De Genova and Ana Ramos-Zayas, *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship* (New York: Routledge, 2003).

Richard Flores, *Remembering the Alamo: Memory, Modernity, and the Master Symbol* (Austin: University of Texas Press, 2002).
Please wait for assignment before purchasing.

Writing Guides

Students are required to use the Chicago or Turabian style in writing history papers (the Chicago or Turabian style places reference notes at the bottom of a page or at the end of a paper). Please do not cite sources parenthetically in the text of your paper.

A guide to the Chicago or Turabian style is available online at:
<http://www.wisc.edu/writing/Handbook/DocChicago.html>

The guide also is available in published form:
Kate Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996).

Additional Writing Guides

William Strunk, Jr. and E.B. White. *The Elements of Style*, 4th ed. (New York: Longman, 2000).

Richard Marius, *A Short Guide to Writing about History*, 4th ed. (New York: Longman Publishers, 2003).

Calendar and Assignments

Week 1

Sept. 7 Introduction

Week 2

Sept. 14 "Placing Power"

Reading: Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*

Diez y Seis de Septiembre

Week 3

Sept. 21 "California Dreaming: Work and Play in L.A."

Reading: Mike Davis, *Magical Urbanism: Latinos Reinvent the U.S. City*

Week 4

Sept. 28 "California Dreaming: Lotus Land y *barriolandia*"

Position Papers Due at the Beginning of Class

Report: Larry Ford, *Metropolitan San Diego*

Rosh Hashanah October 4

Week 5

Oct. 5 "'Coyote Consciousness': Creating Memory in New Mexico"

Reading: Chris Wilson, *The Myth of Santa Fe: Creating a Modern Regional Tradition*

Week 6

Oct. 12 "'Coyote Consciousness': Sex, Race, and 'Compromising Positions'"

Reading: Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920*

Yom Kippur October 13

Week 7

Oct. 19 "'Coyote Consciousness': Transcripts of Resistance in the Holy Land"

Position Papers Due at the Beginning of Class

Report: Chellis Glendinning, *Chiva: A Village Takes on the Global Heroin Trade*

Week 8

Oct. 26 "Latinizing Chicago: Benevolence and Uplift"

Reading: Cheryl Ganz and Margaret Strobel, eds., *Pots of Promise: Mexicans and Pottery at Hull House, 1920-40*

Week 9

Nov. 2 "Latinizing Chicago: 'Economies of Dignity'"

Reading: Nicholas De Genova and Ana Ramos-Zayas, *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*

Eid Al Fitr, November 3, 4

Week 10

Nov. 9 "Placing Power: The History of Forgetting"

Position Papers Due at the Beginning of Class

Report: Richard Flores, *Remembering the Alamo: Memory, Modernity, and the Master Symbol*

Week 11

Nov. 16 "Mapping Sites of Latin@ Collective Memory"

Map-Making Excursion & Detective Investigation

** I will be available for consultation in 4119 Mosse Humanities*

Week 12

Nov. 23 "Mapping Sites of Latin@ Collective Memory"

Map-Making Excursion & Detective Investigation

** I will be available for consultation in 4119 Mosse Humanities*

Thanksgiving November 24

Week 13

Nov. 30 Research Report, Annotated Bibliography, & Map Due at Beginning of Class

Week 14

Dec. 7 Writing Period

Week 15

Dec. 14 "Recovering, Retelling, and Remembering: Chican@ and Latin@ Spaces and Places"

Final Research Paper Due beginning of class period*

Presentations: Final Research Paper